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ABSTRACT

This document discusses student transfer and outlines several goals for its enhancement. Student transfer must be made more efficient, and quality transfer education that leads to eventual attainment of the baccalaureate degree must be ensured. In achieving these objectives, California schools will adopt several goals, described in this memorandum: improve articulation procedures, develop ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) as the official statewide repository for articulation information, reinvigorate transfer center partnerships, enhance transfer alliances, create more part-time options at the University of California, develop baccalaureate financial aid packages, intensify outreach activities, increase data collection and exchange, and enhance cooperative and admissions programs. A committee consisting of systemwide officers, as well as campus administrators, Academic Senate representatives and students will monitor implementation of these activities and assess their progress and effectiveness. (YKH)

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Enhancing Student Transfer: A Memorandum of Understanding Between the California Community Colleges and the University of California

University of California Berkeley
Office of the President

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ENHANCING STUDENT TRANSFER:

A MEMORANDUM OF UNDERSTANDING BETWEEN THE CALIFORNIA COMMUNITY COLLEGES AND THE UNIVERSITY OF CALIFORNIA

The California Community Colleges and the University of California recognize student transfer from community colleges to public and independent universities as central to providing accessibility to a baccalaureate education for the citizens of California. Building on collaborative efforts of the past decade, the California Community Colleges and the University of California are prepared to work together to reinvigorate and to strengthen transfer student academic success across the two systems, and to continue their commitment to provide access and educational opportunities to a diverse student body.

The *Master Plan for Higher Education* establishes transfer as a priority for California's colleges and universities, and beginning in 1985, the higher education community undertook a number of initiatives to strengthen the transfer process. In 1991 Senate Bill 121 (Hart) emphasized that a strong transfer function was the shared responsibility of the California Community Colleges, the California State University and the University of California, and included a number of provisions designed to enhance collaboration in support of student transfer.

Also in 1991 the California Community Colleges, California State University and the University of California agreed upon a Statement of Common Principles for strengthening the transfer process. Within these principles the systems recognized transfer as critical to providing access to higher education, and as "central and essential" to California's commitment to educational equity.

In order to build on these efforts and to further their commitment to ensuring students an efficient transfer process and a quality transfer education that leads to attainment of the baccalaureate degree, the California Community Colleges and the University of California adopt the following understandings:

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I. Providing Access and Opportunity

The California Community Colleges and the University of California have a shared commitment to providing both access and opportunity for students seeking to transfer and to obtain a baccalaureate degree, including students from groups that have had traditionally low University eligibility rates. As such, the California Community Colleges and the University of California establish a mutual goal to increase enrollment of community college transfers from 10,900 in 1995-6 to 14,500 or more students by the year 2005-6, representing an increase of approximately 33% over 1995-6. Together, the California Community Colleges and the University of California will need to ensure that students preparing for transfer meet University admission requirements, and complete the appropriate prerequisites for the program and/or college to which they are applying.

II. Ensuring Success

The California Community Colleges and the University of California have long recognized and supported a proven combination of elements that define an effective transfer system. These elements, as identified in the systems' 1991 Statement of Common Principles and reiterated in SB 121 include, but are not limited to, the following:

- enrollment and resource planning;
- specific efforts to improve student diversity;
- intersegmental faculty curricular efforts;
- course and program articulation;
- coordinated student counseling;
- financial aid;
- transfer services; and
- intersegmental data collection and evaluation.

In support of enhanced collaboration and to promote and increase transfer opportunities for community college transfer students, the California Community Colleges and the University of California draw upon these proven elements and commit to initiating or expanding the following systemwide and local activities:

A. Improve Articulation Procedures

Articulation agreements are fundamental to the transfer process and provide the "road maps" students need to understand University requirements and to prepare for transfer. Focused effort is needed to continue to increase the accuracy and timeliness of course articulation information available to students.

Special emphasis needs to be placed on major articulation, particularly in academic majors where there are large numbers of transfer students.

The California Articulation Number System (CAN), a system of common course identifiers assigned to like (articulated) courses across segments, is one means of establishing major articulation agreements among higher education systems. The University will explore ways in which major articulation can be advanced, using CAN or other mechanisms.

B. Develop ASSIST as the Official Statewide Repository for Articulation Information

ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) electronically stores and conveys articulation information to students, counselors, faculty and staff. The California Community Colleges and the University of California, as well as the California State University, should establish the ASSIST database as the official statewide repository for articulation information. Having one "official" place where articulation information resides that is easily accessible through World Wide Web-based technology will enable students to plan for and meet their transfer goals and thus enhance progress toward their baccalaureate degree. Should "official" status be adopted, the systems will commit to maintaining current, accurate and complete articulation information in ASSIST.

C. Reinvigorate Transfer Center Partnerships

The California Community Colleges have established transfer centers on each of the system's 106 campuses. The University of California will commit to increased participation at transfer center sites, and both California Community Colleges and the University of California will work collaboratively to enhance the provision of information and services to students intending to transfer.

D. Enhance Transfer Alliances

Various transfer alliances have been established between California Community Colleges and University of California campuses over the years. The California Community Colleges and the University of California will work collaboratively to enhance transfer alliance activities, and to ensure the participation of every California Community College campus in at least one alliance. Alliances will delineate an agreed upon set of services and activities designed to ensure a seamless transition for students from initial enrollment at California Community Colleges to the baccalaureate degree.

E. Create More Part-Time Options at the University of California

The California Community Colleges and the University of California will work together to identify the needs of part-time students planning to transfer, and the University of California will develop additional options by which transfer

students' part-time plans can be accommodated. Individual University of California campuses will consider the development of such options and communicate them to transfer students.

F. Develop "Baccalaureate" Financial Aid Packages

In order to provide a seamless system of transfer for students, the California Community Colleges and the University of California will work to provide entering California Community College students financial aid that considers the full scope of California Community College and University of California academic work. Such packaging would allow transfer students to plan for their financial needs to reach baccalaureate degree completion.

G. Intensify Outreach Activities

A number of academic development and outreach programs are currently in place that encourage and provide support services to high school students preparing to enter college. Such programs include the Puente Program (both at the high school and community college levels), Mathematics, Engineering, Science Achievement (MESA), and the University of California Early Academic Outreach Program. Many of the students in these programs opt to attend a community college, hoping to transfer at a later date. The California Community Colleges and the University of California will develop a means of identifying and tracking community college bound students who participate in these programs, and will jointly provide information and support services through their transfer to the University. In addition, the California Community Colleges and the University of California will collaborate and expand on a number of these academic development programs including Community College MESA and the Puente Program.

H. Increase Data Collection and Exchange

In order to monitor and evaluate the usefulness of agreed upon transfer activities and student progress toward the baccalaureate degree, California Community Colleges and the University of California will collect and share data as appropriate and consistent with state and federal privacy laws, for communicating with potential transfer students; the University of California will provide information on the progress of students who transfer through attainment of the baccalaureate degree. The California Community Colleges will assure that students with transfer aims can receive information needed to plan course work, and their progress toward transfer goals will be monitored. University of California reports on transfer students who apply and enroll will include, but will not be limited to, data on applicants, admits and enrollees; retention, graduation and performance. In addition, the University of California will provide transfer data as required by the community colleges in order to complete Student-Right-To-Know reporting for the Department of Education.

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I. Enhance Cooperative Admissions Programs

Many high school graduates who are eligible to attend the University would like -- or need -- the option of attending a California Community College and transferring to a University of California campus at a later date. California Community College fees are low, and students can continue to work to save for University expenses, or prepare academically for high-unit or competitive University majors. The California Community Colleges and the University of California will develop agreements that will allow California Community College students, University of California eligible from high school, to receive advising plans tailored to the selection criteria for University of California campus programs of choice. These transfer students will be guaranteed a place on one of the University's campuses provided minimum University of California transfer requirements for admission are met.

The University will also work to expand its programs guaranteeing admission to California Community College students who enter into joint University of California/California Community College contract agreements for specified programs.

III. Implementation and Review

The California Community Colleges and the University of California recognize that additional resources will be needed to fully realize the goals and activities specified in Sections I and II of this Memorandum of Understanding, and will work together to identify and secure the necessary resources. The California Community Colleges and the University of California will convene a committee consisting of systemwide officers as well as campus administrators, Academic Senate representatives and students to monitor implementation of the provisions of this Memorandum of Understanding and to assess progress and effectiveness of activities.

IV. Signature Agreements

Thomas J. Nussbaum 11/13/97

Thomas J. Nussbaum Date
Chancellor
California Community Colleges

Richard C. Atkinson 11/13/1997

Richard C. Atkinson Date
President
University of California